

Taking a Bite of the PA Core Standards



Evidence-Based Reading and Thinking

North Penn School District
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Welcome!

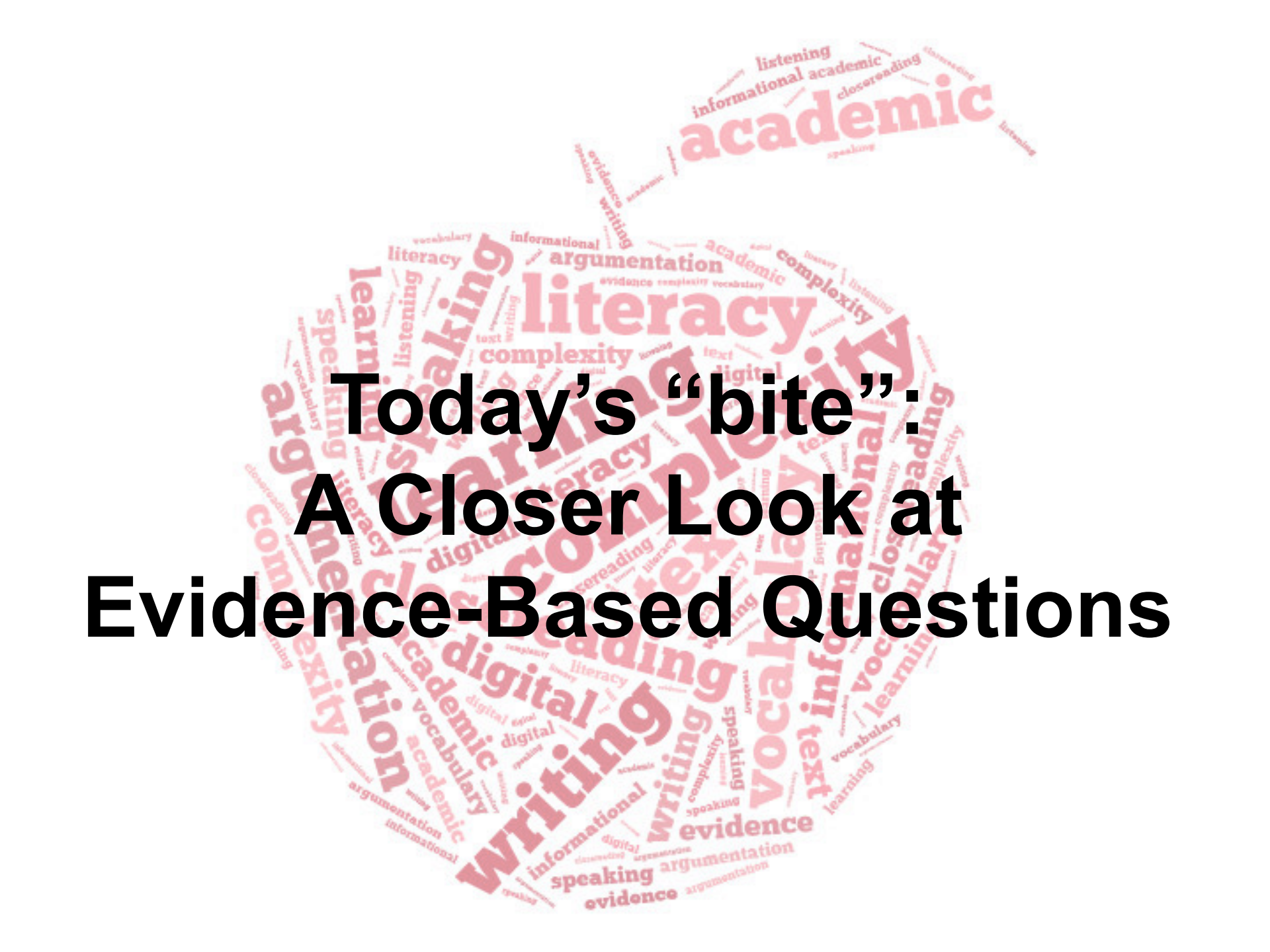


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Today's "bite": A Closer Look at Evidence-Based Questions



Today's Learning Target

- © I CAN identify the characteristics of high-quality evidence-based questions to engage my students in close reading of complex text.

A portrait of students who meet the CCSS:

They become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

They establish a base of knowledge across a wide range of subject matter.

They adapt their communication in relation to audience, task, purpose, and discipline.

They are engaged and open-minded – but discerning – readers and listeners

They use relevant evidence.

They use technology and media strategically and capably.

They come to understand other perspectives and cultures.

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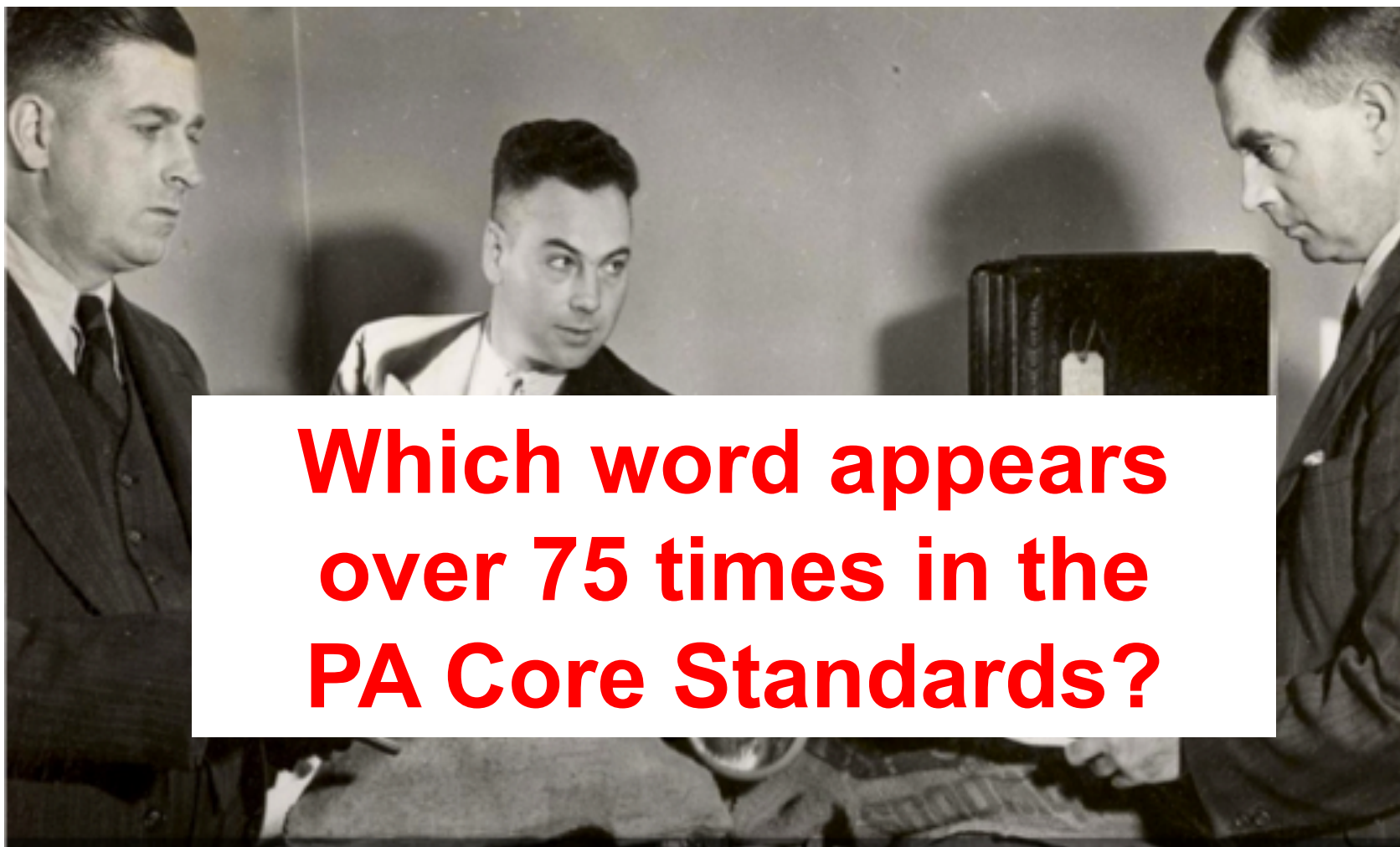
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**Which word appears
over 75 times in the
PA Core Standards?**



Why is evidence-based thinking necessary?

Read like a detective...

How do you know?

Explain your thinking.

What is the evidence?



The types of questions that students are asked about a text influence how they read it.



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If students are asked recall and recitation questions, they learn to read for that type of information.

If they are asked synthesis questions, they learn to read for *that* type of information.

The types of questions that students are asked about a text influence how they read it.

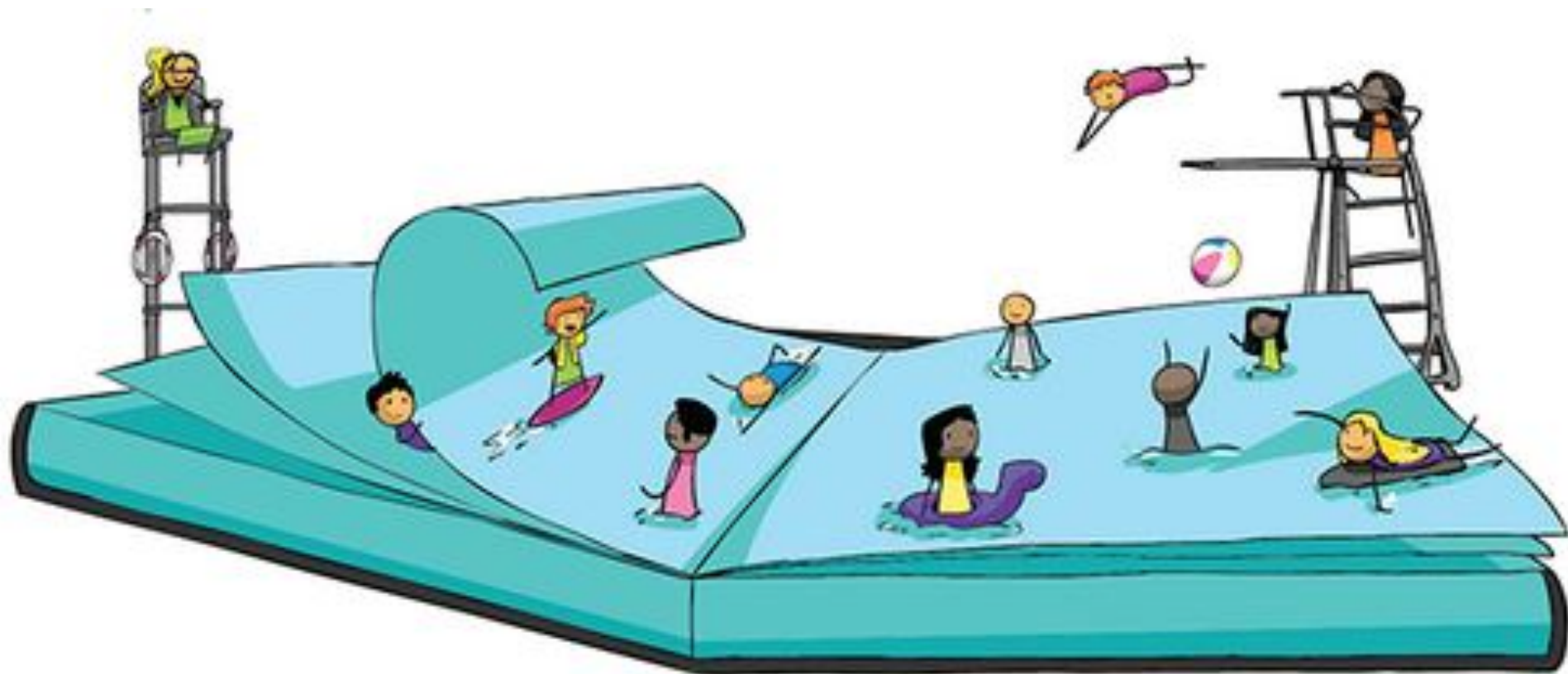
Unfortunately, many of the questions that students are asked are about personal connections, which may not even require that they read the text at all.

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If they are asked synthesis questions, they learn to read for *that* type of information.

The types of questions that students are asked about a text influence how they read it.

shallow vs. deep







**High-quality questions
help students read
complex text...**

Close and critical reading

**Texts that are
worthy**

**Foremost
focused on
meaning**

**Short
complex
passages**

**Limited
frontloading**

**Teach
annotation**

**Text-
dependent
questions**

**Repeated
readings**

Close and critical reading

**Texts that are
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**Text-
dependent
questions**

**Repeated
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Text-Dependent Questions **Are...**

- Questions that can *only* be answered with
_____ from the text.

Text-Dependent Questions Are...

- Questions that can *only* be answered with _____ from the text.
- Sometimes literal, but **mostly inferential**.
- Focused on word, sentence, and paragraph, as well as larger ideas, themes, or events.
- Focused on difficult portions of text in order to enhance reading proficiency.
- May be prompts for writing.

Text-Dependent Questions **Are NOT...**

- Low-level, literal, or recall questions
- Just questions...

Non-Examples and Examples

Not Text-Dependent

In “Casey at the Bat,” Casey strikes out. Describe a time when you failed at something.

In “Letter from a Birmingham Jail,” Dr. King discusses nonviolent protest. Discuss, in writing, a time when you wanted to fight against something that you felt was unfair.

In “The Gettysburg Address” Lincoln says the nation is dedicated to the proposition that all men are created equal. Why is equality an important value to promote?

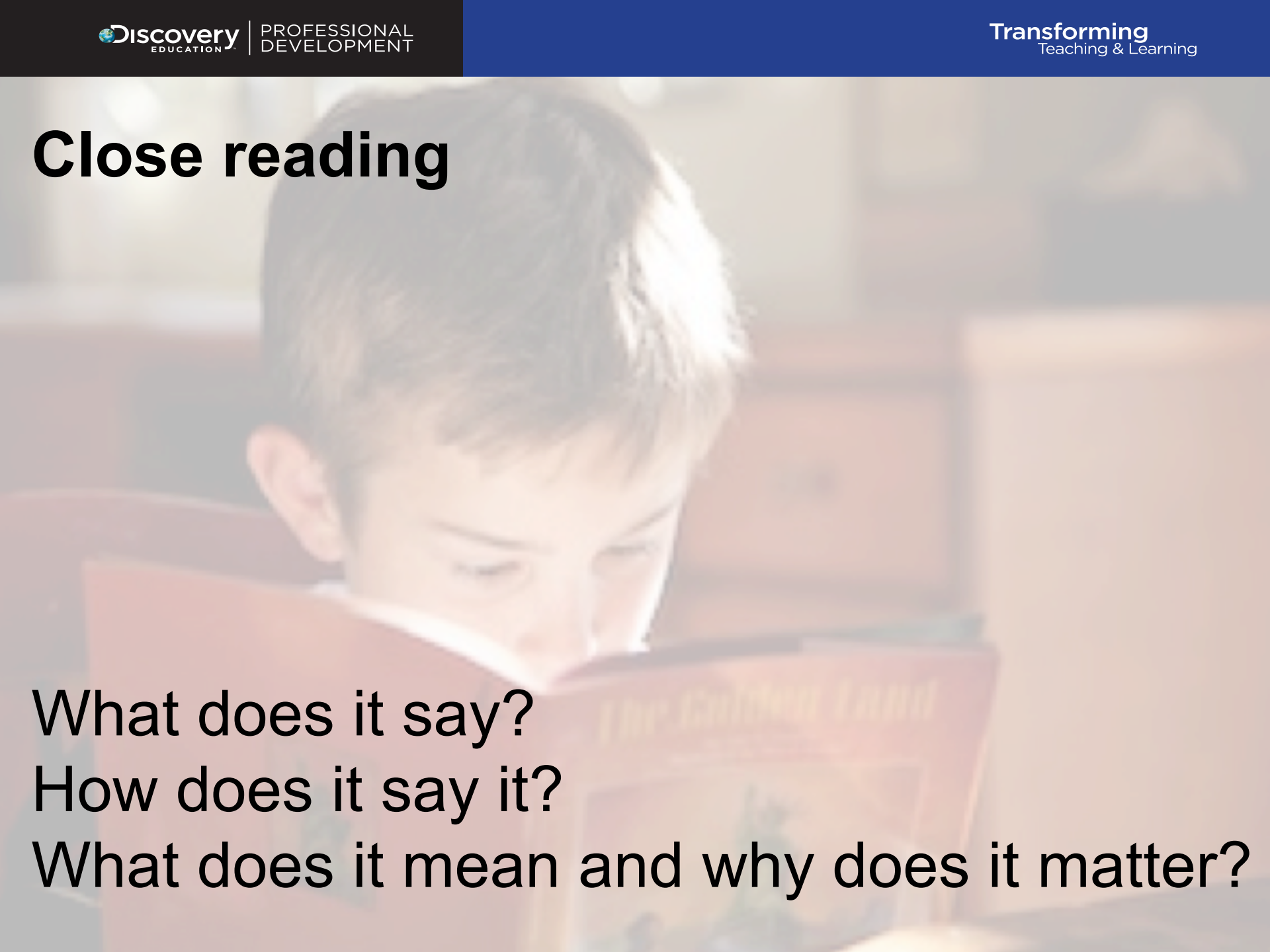
Text-Dependent

What makes Casey’s experiences at bat humorous?

What can you infer from King’s letter about the letter that he received?

“The Gettysburg Address” mentions the year 1776. According to Lincoln’s speech, why is this year significant to the events described in the speech?

Close reading

A young boy with dark hair is shown from the chest up, looking down intently at an open book. The book's cover is visible, showing the title 'The Golden Land' in a stylized font. The background is softly blurred, suggesting a library or classroom setting with bookshelves. The overall lighting is warm and focused on the boy and his book.

What does it say?
How does it say it?
What does it mean and why does it matter?

Key Ideas
and Details



Craft and
Structure



Integration of
Knowledge
and Ideas

WHAT DOES THE TEXT SAY?

HOW DOES THE TEXT SAY IT?

WHAT DOES THE TEXT MEAN?

Key Ideas & Details



A: main idea

B: text analysis

C: text analysis

Craft & Structure



D: point of view

E: text structure

F: vocabulary

Integration of Knowledge & Ideas



G: diverse media

H: evaluating arguments

I: analysis across texts

Key Ideas & Details



WHAT DOES THE TEXT SAY?

What is the gist/central idea?

What is the specific textual evidence used to support the central idea?

Craft & Structure



HOW DOES THE TEXT SAY IT?

How do the author's words and phrases support the central idea?

How is text structured and organized?

What is the author's point of view?

Integration of Knowledge & Ideas



WHAT DOES IT MEAN & WHY DOES IT MATTER?

What does the author want the reader to believe?

What implications follow these concepts?

Read like a detective...



Process for Creating and Evaluating Text-Dependent Questions

- Closely read the selected text(s).
- Think about what you think is the most important learning to be drawn from the text.



Process for Creating and Evaluating Text-Dependent Questions

- Find the sections of the text that will present the greatest difficulty and craft questions that support students in mastering these sections. These could be sections with difficult syntax, particularly dense information, and tricky transitions or places that offer a variety of possible inferences.



Process for Creating and Evaluating Text-Dependent Questions

- After the first reading, reread the text and annotate it, noting key vocabulary, structure, language, and meaning demands evident in the text.



Read like a detective...

KEY IDEAS AND DETAILS



Read like a detective...

Determine the key ideas of the text.
Create a series of questions structured
to bring the reader to an understanding
of these.

KEY IDEAS AND DETAILS



Read like a detective...

- What do you notice first about this text?
- What is the author telling you here?
- What are the most important ideas/events?
- What is the specific textual evidence used to support the central idea?

KEY IDEAS AND DETAILS

**How do you know?
Explain your thinking.
What is the evidence?**



Read like a detective...

Locate the most powerful academic words and phrases in the text. Consider the text structure, and how specific sentences or paragraphs relate to each other and the whole. Address how point of view or purpose shapes the text.

CRAFT AND STRUCTURE



Read like a detective...

- What word(s) stand out? Why?
- Are there any hard or important words?
- What does the author want us to understand?
- What are the sources of information?

CRAFT AND STRUCTURE

**How do you know?
Explain your thinking.
What is the evidence?**



Read like a detective...

Evaluate the argument or claim(s) of the text.
Consider how other texts and/or
media relate or compare to the text.

**INTEGRATION OF
KNOWLEDGE AND IDEAS**



Read like a detective...

- What did you learn after reading this ____
(sentence, paragraph, passage, page)?
- What is the most important point in this ____
(paragraph, passage, page, piece)?
- What does the author want us to know about ____?
- What does this remind me of in another book I've read?
- What ideas in the text support/validate ____?

**How do you know?
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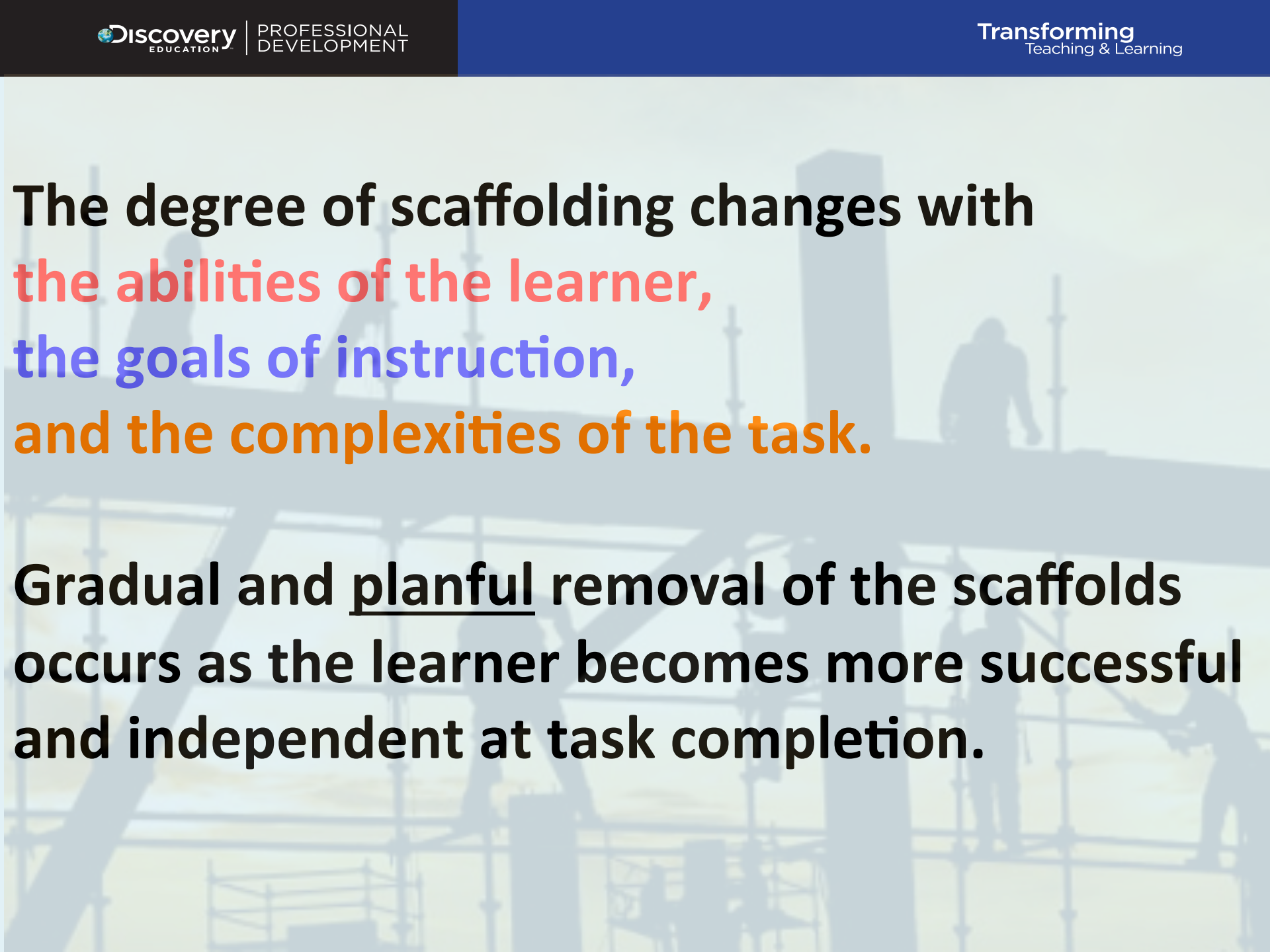
Reading Strategies and Text-Dependent Questions



- Text-dependent questions generally call on students to employ reading strategies.
- Strategies are no longer taught in isolation.
- The text and readers' need to comprehend it should determine what strategies are activated - not the other way around.

Some Thoughts on Text Dependent Questions

- There is no one right way to have students work with text-dependent questions.
- Listening and speaking should be built into any sequence of activities along with reading and writing.
- “Re-read it, think it, talk it, write it”
- The CCSS require ALL students to read and engage with grade appropriate complex text regularly. This requires new ways of working in our classrooms.
- Providing for the differing needs of students means providing and scaffolding supports differentially - not asking easier questions or substituting simpler text.



The degree of scaffolding changes with
the abilities of the learner,
the goals of instruction,
and the complexities of the task.

Gradual and planful removal of the scaffolds
occurs as the learner becomes more successful
and independent at task completion.



http://littlebirdtales.com/tales/view/story_id/399612

Let's talk about ...

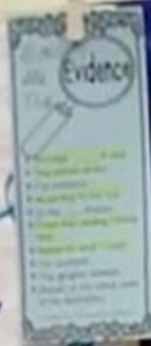
Text-Based Evidence

"The text states "

"My evidence is on ,

"I know this because ...

Finally I'd float softly to the ground





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